

**THE BOARD OF GOVERNORS' ACCESSIBILITY PLAN 2019 – 2022**
**Legal Status:**

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

**Stanborough School Strategy:**

The Stanborough School strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

**Availability:**

This policy is made available to parents, staff on request from the School Office



**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Board of Governors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The Special Needs and Disability Act 2001 refers to disabled students in a wide sense, including those with special educational needs and those with learning difficulties and disabilities. The Act obliges us not to treat disabled students less favourably and to take reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of admission and education. The three-year plan supplements our disability policy and is in three sections, covering the following areas:

- (a) The extent to which disabled students (including those with learning difficulties) can participate in the whole curriculum;
- (b) Making written information accessible in a range of different ways for disabled students, where it is provided in writing for students who are not disabled;
- (c) Proposed developments in physical access to education and associated services.

Date: January 2020

	
Kaz James Interim Headteacher	Judy Clements Chair of Governors

**Colour Coding Key:**

- Red- Not Achieved
- Amber- In progress
- Green- Completed

TASK OR ISSUE	ACTION	LEAD	Progress	Add Short, Medium or Long term	STATUS
Appoint SENCO	Appointed for whole school and will liaise with reference to SEND.	KG			SENCO appointed
Ensure English as an Additional Language (EAL) provision to allow all students to participate fully in language work at the start of Key Stage 3	All EAL students receive additional support <ul style="list-style-type: none"> <li>• Separate EFL lessons</li> <li>• Keywords are given by class teachers at the beginning of term</li> </ul>	LMH PO			Done
Review departmental methods of assessment and learning support provision.	<ul style="list-style-type: none"> <li>• Tools such as Boxal profile and Conor comprehension Behaviour Rating scale is under trial before implementation at the school.</li> <li>• SEMH( social, Emotional, Mental Health) are being catered for the other than SEND students -GL assessment to assess hyperactivity and ADHD.</li> <li>• Educational Psychologist then provide support strategies.</li> <li>• Special passport handed to SEND students highlighting the specific difficulties</li> </ul>	KG/ Head Teacher			ongoing

	<p>and strategies.</p> <ul style="list-style-type: none"> <li>• Teachers provision: IEP's adapted to the SEND needs and learning mats, mind maps and other resources encouraged to be used.</li> <li>• All IEP's have been reviewed and there have been meetings with both parents and the SEND students to verify meets are met.</li> <li>• Drop-ins done.</li> </ul>				
For students who require hearing aids the school will provide the teacher and student with a closed circuit relay device which makes the lesson more approachable by the student.	SENCO and Bursar to organise closed circuit relay devices as and if required.	Finance	No students currently in school who require hearing aids		No students currently in school who require hearing aids

TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
Provide level access to student entrance and ramped access to the external fire escape.	Bursar			Done
Install disabled toilets	Bursar and Maintenance Manager	CP & DO		Done
Consider provision of viewing panels in all appropriate doors currently without these.	Fit view panels in all doors as appropriate - Bursar -			Done
The SENCO, who is the Learning Support Co-ordinator to ensure students with learning difficulties (e.g. dyspraxics, dyslexics) receive extra time (e.g. ART club) to complete longer projects where	<ul style="list-style-type: none"> <li>• 25% extra time given during assessments, class tests and examinations.</li> <li>• Mentoring once a week to provide additional support and prepare the</li> </ul>	KG/Teachers		Done

appropriate and external examinations	<p>students for tests and exams.</p> <ul style="list-style-type: none"> <li>Several clubs are available for extra support.</li> </ul>			
Develop staff INSET programme to ensure all staff and teaching assistants are able to identify and teach students with learning difficulties.	Twilight training session with school psychologist.	KG/ Educational Psychologist		Done
Consider providing suitable handrails to all stairs.	Bursar reviewed. All hand rails are in place.		Spring 1	Done
Increase learning support provision by additional sessions to offer differentiated group sessions for EAL students; screen students at start of Key Stage 3	Placement test are done to assess the level of students in English followed by appropriate and extra support.	AP		ongoing

TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
FLs/subject teachers to disseminate information via departmental intranet sites and email where appropriate	AH for curriculum to advise	EH	Spring 1	Completed-
Investigate alternative forms of written materials if visually impaired students are admitted.	SENCO to investigate No Visually impaired pupils	KG	Spring 1	-